



Mountain Park School

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School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

As a middle school spanning grades 6-9, we have participated in the roll out of new grade 6 curriculum. Last year, grade 6 students didn't write the English Language Arts and Literature Provincial Achievement Test, although grade 9 students did participate.

Report card data reveals a trend demonstrating a decline in the proportion of students receiving 3s and 4s on the reading stem as they progress through to grade 9. After grade 6, the percentage of students receiving the Indicator 4 – Excellent in reading comprehension drops significantly.

Percentage of students achieving at different report card indicators in June 2023-2024 Report Card Results

Course	Report Card Stem	Indicator 1 – Not Meeting	Indicator 2 - Basic	Indicator 3 – Good	Indicator 4 - Excellent
ELA 6	Reads to explore and understand	.8 %	20.0%	36.8%	36.0%
ELA 7	Reads to explore, construct and extend understanding	1.33%	24.0%	54.7%	18.0%
ELA 8	Reads to explore, construct and extend understanding	2.24%	37.3%	37.3%	16.4%
ELA 9	Reads to explore, construct and extend understanding	.6%	30.6%	41.2%	22.4%

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements



In correlating the Grade 9 ELA Reading Comprehension Provincial Achievement Data with the Report Card Reading Stem, we notice that 13.1% of students met the Standard of Excellence, while 73.8% met the Acceptable Standard. While performing similarly in the Acceptable Standard, MPS students lagged in the Standard of Excellence when compared with Area 5 and the CBE.

Provincial Achievement Test – Grade 9 English Language Arts Reading Comprehension: June 2024

Grade 9 ELA PAT Reading Comprehension (June 2024)	Acceptable Standard	Standard of Excellence
MPS	73.8%	13.1%
Area 5	75%	16.9%
CBE	75.1%	19.6%

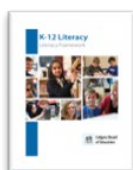
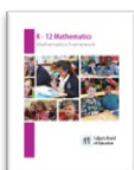
We note a correlation between the drop in the Excellent indicator on Report Card Data from grades 6 to 9 and the Standard of Excellence achieved by grade 9 students in Reading Comprehension. This data supports our school-wide focus on improving student reading comprehension at the higher ranges to bring more of our students into the Standard of Excellence in Reading Comprehension through vocabulary development and disciplinary literacy.

Teacher perception data further supports this trend as there can be literacy barriers preventing students from meaningfully entering learning tasks across disciplines. Combined, our data suggests that we will continue to build teacher capacity for building vocabulary and language structures to support students in becoming skilled readers.

According to the CBE Student Survey, 86% of MPS students believe that they understand what they read, while 72% indicate their reading and writing skills will help them achieve future goals. Additionally, there is room for improvement in student perceptions of feeling connected to the texts they read and hear in class (61%) and the opportunity to read interesting books (49%). Taken together, this data points to a need for enhanced real-world applications through disciplinary literacy and greater breadth in the use of inclusive texts.

Well-Being

Areas to celebrate at Mountain Park according to student perception data CBE Student Survey is the extent to which students feel supported by their teachers, where 87% of student agree that teachers want them to be successful and 75% of students agree that their teachers care about them. Additionally, 86% of students agree that MPS offers a variety of learning and extra-curricular activities that are safe and accessible to all students.





CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

Data drawn from the Alberta Education Assurance, OurSCHOOL and CBE Student Survey indicate 67% overall agreement on indicators related to School Connectedness and Belonging. OurSCHOOL data revealed that students struggle to see themselves and specifically, their cultures, reflected. Additionally, while students report positive relationships with their teachers, peer-to-peer relationships are an area students continue to require support. Lastly, 62% of students who responded felt included at school and 56% felt accepted by peers, leaving significant room to improve perceptions of belonging and connection to school.

OurSCHOOL and CBE Student Survey – School Connection and Belonging Indicators (Spring 2024)

My school is a place where learning and extra-curricular activities are safe and accessible to all students	86%
My teachers want me to be successful	87%
My teachers care about me	75%
I have confidence in myself as a student	58%
I feel included at school	62%
I feel accepted by peers	56%

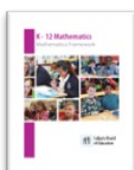
This data suggests that our focus on academic achievement through literacy in combination with student well-being provides for a mutually reinforcing opportunity for students to experience increased confidence, capacity and engagement in learning in tandem with enhanced belonging and connection to school.

Truth & Reconciliation, Diversity, and Inclusion

CBE Student Survey Results – Spring 2024

At my school, I learn indigenous ways of knowing, belonging and doing	82%
I am proud to be part of my school	63%
The things I am learning are meaningful to me	54%
I can see my culture reflected in my school	43%

Our school's Commitment to Truth and Reconciliation is reflected in students recognizing (82%) that they are learning indigenous ways of knowing, belonging and doing. Ensuring students understand the connections between learning tasks and real-world experiences can be facilitated through a lens of disciplinary literacy, where currently 54% of students indicate that the things they are learning are meaningful to them. Lastly, 43% of students reported that they can see their culture reflected in their school and 63% felt proud to be part of MPS, further supporting our continued focus on improving student perceptions of belonging and connection to school.





School Development Plan – Year 1 of 3

School Goal

Student achievement in literacy and sense of wellbeing will improve.

Outcome:

Student achievement in reading comprehension will improve.

Outcome:

Students will experience a greater sense of belonging through intentional opportunities for social-emotional development, cultivating inclusion and connection.

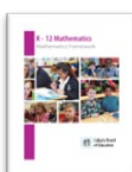
Outcome Measures

- ELA Report Card Indicator Achievement: Reads to Explore, Construct and Extend Understanding stem
- Report Card: Tracking a cohort of students receiving 2s and 3s in Reading Strand over three-year trajectory.
- Provincial Achievement Test – Grades 6 and 9 ELA: Reading Comprehension
- OurSCHOOL Student Perception data metrics on school connection and belonging as well as targeted Open-Ended Questions
- CBE Student Survey (well-being)
- AB Ed Assurance Measures (well-being)

Data for Monitoring Progress

Data for Monitoring Progress

- PowerSchool assessment – increased breadth across products, conversations and observations
- Staff Perception Data – greater comfort and capacity with 5 Assessment Principles
- Words Their Way (WTW) Decoding Inventory
- Oral Reading Fluency (ORF) Assessment
- CORE Vocabulary Screener
- MAZE Reading Comp.
- Collaborative Response data – Tracking Continuum of Supports for student well-being
- Locally developed student well-being short survey temperature check





Learning Excellence Actions

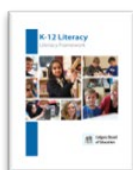
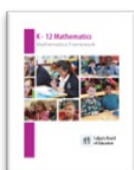
- *Use the Reading Assessment Decision Tree to guide next steps to support student literacy*
- *Utilize high impact strategies for reading, vocabulary and word acquisition across all disciplines*
- *Apply consistent, specific and timely formative assessment practices to move student learning forward*
- *Build vocabulary by providing rich and varied language experiences*
- *Model and scaffold how to build knowledge and new vocabulary across content matter in an authentic and recursive way.*
- *School-wide capacity-building focus on disciplinary literacy, inclusive task-design and strong assessment practices*

Well-Being Actions

- *Create intentional learning spaces with structures and processes that provide learners with a safe and respectful environment*
- *Provide feedback that moves learners forward – repeated opportunities for learners to practice and consolidate literacy skills and knowledge*
- *Activate students as owners of their own learning by engaging learners in goal setting, self-assessment, and/or reflection*
- *Student Well-being Action Team (SWAT) along with staff develop school-wide initiatives based on Middle School Well-Being Symposium*
- *Work with students to develop structures and activities that support connectedness between classes and grade groupings*
- *Explicit instruction of Social Emotional Competencies to support students individually and in social circumstances with the use of CASEL sample teaching activities*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Utilize and provide access to inclusive, linguistically and culturally diverse texts and writing prompts*
- *Exploration of ethical spaces in all classrooms, continue with Learning Lounge mornings (all learners) and build in monthly touchstone visits (Indigenous students)*
- *Create school-wide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.*
- *Explore both individual and collective identity and belonging through structured opportunities to reflect and share stories*





Professional Learning

- *Middle Years System Professional Learning (Literacy, Disciplinary Literacy and Well-being break out series)*
- *Improving Reading for Older Students (IROS) online modules*
- *Student Well-being Symposium*
- *Middle Schools SEL Working Group*
- *Indigenous Education System Professional Learning opportunities*

Structures and Processes

Classroom:

- *Meaningful daily reading and writing tasks that span the content areas*
- *Purposeful Activators*
- *Differentiated Task Design Template*
- *Weekly Homeroom lessons focused on whole- school focus on building SEL skills, while exploring concepts related to belonging, diversity and inclusion.*

School:

- *PLCs targeting inclusive task design and assessment*
- *Collaborative Response team meetings*
- *Whole-school designed lessons for Homeroom, including opportunities for cross-grade relationship building*
- *Student Well-Being Action Team*
- *Leveraging the Indigenous Holistic Lifelong Learning Framework to structure our seasonal activities according to the four quadrants*

Resources

- *Reading Assessment Decision Tree (RAD): Grade 4 – 12*
- *[CBE Literacy Framework](#)*
- *Scarborough Reading Rope*
- *Understanding Reading Grades 4-9*
- *ELA/ELAL Insite | Teaching Practices*
- *[CBE Student Well-Being Framework and Companion Guide \(middle years\)](#)*
- *Well Aware (Carney, 2015) and Doing Disciplinary Literacy (Gabriel, 2023) Book studies for Learning Leaders*
- *Leverage School Walk Around Tool as a temperature check*
- *[CBE Indigenous Education Holistic Lifelong Learning Framework](#)*
- *[Assessment and Reporting in CBE Guiding Principles](#) along with extended guides in Insite*

